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**THE IMPACT OF SELF-REGULATED LEARNING, PERSONAL  
KNOWLEDGE MANAGEMENT (PKM) SKILLS, AND ENGLISH  
COMPETENCY ON UNIVERSITY STUDENTS' LIFELONG  
LEARNING.**



**MASTER OF SCIENCE (MANAGEMENT)  
UNIVERSITI UTARA MALAYSIA  
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**THE IMPACT OF SELF-REGULATED LEARNING, PERSONAL KNOWLEDGE  
MANAGEMENT (PKM) SKILLS, AND ENGLISH COMPETENCY ON UNIVERSITY  
STUDENTS' LIFELONG LEARNING.**



By

**DINITHAMBIGAI NADAHRAJAN**

**UUM**  
Universiti Utara Malaysia

**Thesis Submitted To**

**School of Business Management,**

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**In Partial Fulfillment of the Requirement for the Master of Science (Management)**



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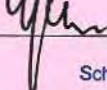
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## ABSTRACT

Lifelong learning has been one of the most explored agenda in today's education field. Latest technology advancements and modern procedures as well provide new challenges for individual learners in their knowledge learning process. Therefore, people require to involve in the learning process consistently in their lifespan to adapt nature of changing environment of the information age to be ore competence and successful. There have been many empirical studies on lifelong learning in general. Consequently, this study is attempts to examine the abilities and competency of university students and their tendency on involving in lifelong learning. The theoretical framework of this research identifies three abilities of university students which influences the students lifelong learning. Those main three capability that influences the students lifelong learning are self-regulated learning, personal knowledge management skills and English competency accordingly. Overall, 380 students were participated in this correlational study. The analysis of this study considers the empirical literature, and the difference between independent and dependent variables. The findings of the research it has been found that all the predictors of the study have significant relationship with students' lifelong learning. The paper also makes recommendations for future research.

**Keywords:** Lifelong Learning, Self-Regulated Learning, Personal Knowledge Management Skills, and English Competency.

## ABSTRAK

Pembelajaran sepanjang hayat telah menjadi salah satu agenda yang paling diterokai dalam bidang pendidikan hari ini. Kemajuan teknologi terkini serta prosedur moden telah meningkatkan cabaran baru untuk peneroka ilmu dalam proses pembelajaran pengetahuan mereka. Oleh itu, orang memerlukan untuk melibatkan diri dalam proses pembelajaran secara konsisten dalam jangka hayat mereka untuk menyesuaikan diri dengan persekitaran yang kian berubah pada era maklumat ini supaya lebih berkemampuan dan berjaya. Terdapat banyak kajian empirikal mengenai pembelajaran sepanjang hayat secara umum. Pada masa yang sama, kajian ini adalah salah satu percubaan untuk mengkaji kebolehan dan kecekapan pelajar universiti dan kecenderungan mereka pada yang terlibat dalam pembelajaran sepanjang hayat. Rangka kerja teori kajian ini mengenalpasti tiga kebolehan pelajar universiti yang mempengaruhi pembelajaran sepanjang hayat pelajar. Ketiga-tiga kemahiran dan keupayaan yang mempengaruhi pembelajaran sepanjang hayat pelajar pembelajaran adalah pembelajaran sendiri, kemahiran pengurusan pengetahuan peribadi dan kecekapan bahasa Inggeris sewajarnya. Secara keseluruhan, seramai 380 pelajar telah mengambil bahagian dalam kajian korelasi ini. Analisis kajian ini mengambil kira kesusasteraan empirikal, dan perbezaan antara pembolehubah bebas dan bergantung. Hasil kajian yang telah didapati bahawa semua peramal kajian mempunyai hubungan yang signifikan dengan pembelajaran sepanjang hayat pelajar. juga membuat cadangan untuk kajian masa depan.

**Kata kunci:** Pembelajaran Sepanjang Hayat, Pembelajaran Kendiri, Kemahiran Pengurusan Pengetahuan Peribadi, dan English Kompetensi.



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## ABBREVIATION

MOHE	Ministry of Higher Education
LLL	Lifelong learning
SRL	Self-Regulated Learning
PKM	Personal Knowledge Management
EC	English Competency
UUM	Universiti Utara Malaysia
SPSS	Statistical Package for the Social Science
ODL	Open and Distance Learning
MOOCs	Massive Open Online Courses



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## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

In today's knowledge economy, a nation's success relies on the skills, competencies and knowledge of its people to face global challenges. The greatest acquisition of competencies and knowledge are becoming huge elements of competence among nations, corporate entity, and individuals. The latest advancement technologies provide plenty of novel chances for individual to acquire knowledge and skills in throughout their life. Latest technology advancements and modern procedures as well provide new challenges for individual learners in their knowledge learning process. Therefore, people require to involve in the learning process consistently in their lifespan to adapt nature of changing environment of the information age to be more competence and successful.

Lifelong learning has been one of the most explored agenda in today's education field. Lifelong learning is a consistent process of acquiring knowledge and skills to enhance individual competence according to the objective of the learning objectives and subject matter. In Malaysian perspective, lifelong learning is closely linked with the employability and productivity of human resource. The Malaysian government's main objective is to promote lifelong learning at the higher institution. Therefore, the government's fundamental motive is to provide and attain the country's needs with skilled, knowledgeable, experienced and competent human capital. Besides that, lifelong learning also has been mentioned in various government documents as policy statements and several plans were strategized to deliver the access of lifelong learning for every

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## APPENDIX

### Appendix A: Questionnaire



GRADUATE SCHOOL OF BUSINESS

OTHMAN YEOP ABDULLAH

#### QUESTIONNAIRE

**The relationship between Self- Regulated Learning, Personal Knowledge Management (PKM) Skills, English Competency and Lifelong learning on university Students.**

Universiti Utara Malaysia

Dear Respondent,

The researcher is carrying out a study whose main objective is to examine the relationship between Self- Regulated Learning, Personal Knowledge Management (PKM) Skills, English Competency and Lifelong learning on university Students. You have been selected as one of the respondents for the study and the information you will give will be treated with utmost confidentiality and used purely for academic purposes. The findings and recommendations from this study are likely to benefit University Utara Malaysia in areas such as admission of students and teaching and learning. Kindly please spare some of your valuable time to answer these questions.

Thank you.

Yours Sincerely,

Dinithambigai Nadahrajan

Master of Science in Management

University Utara Malaysia

### Section A: Background Information

Please tick (x) in the appropriate box or fill the space provided.

No	Item	Description
1.	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
2.	Age	<input type="checkbox"/> 18-25 <input type="checkbox"/> 26-33 <input type="checkbox"/> 34-41 <input type="checkbox"/> 42 – 49 <input type="checkbox"/> 50 and above
3.	Nationality	<input type="checkbox"/> Malaysian student <input type="checkbox"/> International student
4.	Marital status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced
5.	Faculty of Study	<input type="checkbox"/> College of Business (COB) <input type="checkbox"/> College of Art (CAS) <input type="checkbox"/> College of Law and Governance (COLGIS)
6.	Highest education level	<input type="checkbox"/> Foundation Studies <input type="checkbox"/> Bachelor Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Ph.D.
7.	CGPA	<input type="checkbox"/> Below 3.00 <input type="checkbox"/> 3.00 -3.59 <input type="checkbox"/> 3.60 and above

## Section B: Students Lifelong Learning

Please tick (/) in the appropriate box to indicate your level of agreement for each statement below.

1-strongly disagree      2-disagree      3-neither agree nor disagree      4-agree  
5-strongly agree

Item	Statement	1	2	3	4	5
1	I believe on my ability to put ideas together, to see relationships, similarities, and differences between ideas.					
2	I believe on my ability to think analytically or logically.					
3	I believe on my ability to learn on my own, pursue ideas, and find information I need.					
4	I believe on my ability to function as a team member.					
5	I can Understand other people and I believe on my ability to get along with different kinds of people.					
6	I am able write clearly and effectively.					
7	My lifelong learning capacity help me in gaining a broad general education about different fields of knowledge.					
8	My lifelong learning capacity help me in acquiring familiarity with the use of computers.					
9	My lifelong learning capacity help me in acquiring background and specialization for further education in some professional, scientific, or scholarly field.					
10	I am able understand quantitative thinking like probabilities, proportions and etc.					

### Section C: Self-Regulated Learning

Please tick (/) in the appropriate box to indicate your level of agreement for each statement below.

1-strongly disagree    2-disagree    3-neither agree nor disagree    4-agree  
5-strongly agree

Item	Statement	1	2	3	4	5
1	I ask myself questions to make sure I know the material I have been studying.					
2	When work is hard I either give up or study only the easy parts. (*R)					
3	I work on practice exercises and answer end of chapter questions even when I don't have to.					
4	Even when study materials are dull and uninteresting, I keep working until I finish.					
5	Before I begin studying I think about the things I will need to do to learn.					
6	I often find that I have been reading for class but don't know what it is all about. (*R)					
7	I find that when the teacher is talking I think of other things and don't really listen to what is being said. (*R)					
8	When I'm reading, I stop once in a while and go over what I have read.					
9	I work hard to get a good grade even when I don't like a class.					

## Section D: Student Personal Knowledge Management (PKM) Skills

Please tick (/) in the appropriate box to indicate your level of agreement for each statement below.

1-strongly disagree    2-disagree    3-neither agree nor disagree    4-agree  
5-strongly agree

Item	Statement	1	2	3	4	5
1	I can use an online library catalog to retrieve books, journals and journal articles.					
2	I know the difference between an online search engine, a directory of sites, and a metasearch engine.					
3	I know when it is appropriate to use scholarly books or journal articles for a project and when to use the more popular information from the Web.					
4	I know when to use primary sources of information and when to use secondary sources.					
5	I have successfully classified, organized and stored documents into folders for later retrieval.					
6	I can create, edit, and resize images/graphics for use in documents and presentations and organize and store the resulting images for future use.					
7	I can extract and manipulate data and information in a variety of formats.					
8	I know when and where to incorporate data into an assessment document article, or presentation.					
9	I can use a word processing application to create reports and documents.					
10	I can create a PDF document from a word processed document, presentation, or spreadsheet.					
11	I know when to communicate via telephone, email, chat, or instant messaging.					



12	I can send, delete, reply to and print email messages can attach documents to email messages.					
13	I back up my important documents regularly to another disk or to CD-ROM to protect my work.					
14	I understand the (increased) risks to privacy, loss of data, and to intellectual property rights associated with information environments relying on electronic technologies.					

### Section E: English Competency

Please tick (/) in the appropriate box to indicate your level of agreement for each statement below.

1-strongly disagree    2-disagree    3-neither agree nor disagree    4-agree  
5-strongly agree

Item	Statement	1	2	3	4	5
1	I can take notes from a text or lecture in English to report about it.					
2	I can write English texts that are perfectly understandable, even though they may contain some mistakes.					
3	I can read through English texts to find out what they are all about or if they are useful.					
4	I can understand English literary texts well enough to be able to say something about them.					
5	I can choose English texts from brochures, magazines, newspapers etc., and get information from them which I need to use for example in a project.					
6	I can express my own opinion by writing English essays about a drawing, picture or painting.					

Thank you for your participation.

## Appendix B: Reliability coefficients for variables

**Reliability Statistics (LLL)**

Cronbach's Alpha	N of Items
.882	10

**Reliability Statistics (SRL)**

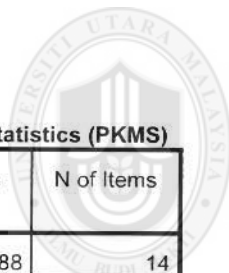
Cronbach's Alpha	N of Items
.759	9

**Reliability Statistics (PKMS)**

Cronbach's Alpha	N of Items
.888	14

**Reliability Statistics (EC)**

Cronbach's Alpha	N of Items
.902	6



## Appendix C: Descriptive statistics of variables

Descriptive Statistics			
	N	Mean	Std. Deviation
mean lifelong learning	380	4.0655	.50673
mean self-regulated learning	380	3.6874	.55440
mean PKM	380	4.0086	.51938
mean English competency	380	4.0754	.64534
Valid N (listwise)	380		

## Appendix D: Pearson correlation table

Correlations					
		mean lifelong learning	mean self-regulated learning	mean PKM	mean English competency
mean lifelong learning	Pearson Correlation	1	.540**	.636**	.571**
	Sig. (2-tailed)		.000	.000	.000
	N	380	380	380	380
mean self-regulated learning	Pearson Correlation	.540**	1	.488**	.355**
	Sig. (2-tailed)	.000		.000	.000
	N	380	380	380	380
mean PKM	Pearson Correlation	.636**	.488**	1	.655**
	Sig. (2-tailed)	.000	.000		.000
	N	380	380	380	380
mean English competency	Pearson Correlation	.571**	.355**	.655**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	380	380	380	380

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Appendix E: Multiple regression table

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714 <sup>a</sup>	.509	.505	.35636

a. Predictors: (Constant), EC, SRL, PKMS

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.570	3	16.523	130.113	.000 <sup>b</sup>
	Residual	47.749	376	.127		
	Total	97.318	379			

a. Dependent Variable: LLL

b. Predictors: (Constant), EC, SRL, PKMS

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	.996	.157	6.337	.000
	SRL	.265	.038	6.984	.000
	PKMS	.321	.050	6.410	.000
	EC	.198	.038	5.271	.000

a. Dependent Variable: LLL

## Appendix F: Independent sample t-tests' table

Gender differences between all groups

Group Statistics					
	1.Gender.	N	Mean	Std. Deviation	Std. Error Mean
LLL	MALE	143	4.0902	.55580	.04648
	FEMALE	237	4.0506	.47529	.03087
SRL	MALE	143	3.6936	.61626	.05153
	FEMALE	237	3.6833	.51496	.03345
PKMS	MALE	143	4.0917	.54004	.04516
	FEMALE	237	3.9585	.50110	.03255
EC	MALE	143	4.1830	.65292	.05460
	FEMALE	237	4.0105	.63275	.04110

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LLL	Equal variances assumed	6.997	.009	.737	378	.461	.03958	.05369	-.06599	.14514
	Equal variances not assumed			.709	264.025	.479	.03958	.05580	-.07029	.14944
SRL	Equal variances assumed	8.089	.005	.175	378	.861	.01028	.05879	-.10532	.12587
	Equal variances not assumed			.167	259.177	.867	.01028	.06144	-.11071	.13126

PKMS	Equal variances assumed	5.120	.024	2.438	378	.015	.13323	.05465	.02578	.24067
	Equal variances not assumed			2.393	282.061	.017	.13323	.05567	.02365	.24280
EC	Equal variances assumed	2.065	.152	2.544	378	.011	.17254	.06781	.03921	.30588
	Equal variances not assumed			2.525	292.094	.012	.17254	.06834	.03804	.30705

Nationality differences between all groups

		Group Statistics			
	3.Nationality.	N	Mean	Std. Deviation	Std. Error Mean
LLL	malaysian student	311	4.0576	.50698	.02875
	international student	69	4.1014	.50773	.06112
SRL	malaysian student	311	3.6962	.54638	.03098
	international student	69	3.6464	.59205	.07127
PKMS	malaysian student	311	3.9881	.53702	.03045
	international student	69	4.1014	.42233	.05084
EC	malaysian student	311	4.0402	.66153	.03751
	international student	69	4.2342	.54080	.06511

# Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LLL	Equal variances assumed	.000	.995	-.650	378	.516	-.04389	.06748	-.17658	.08880
	Equal variances not assumed			-.650	100.335	.517	-.04389	.06755	-.17790	.09011
SRL	Equal variances assumed	.093	.760	.675	378	.500	.04983	.07384	-.09536	.19501
	Equal variances not assumed			.641	95.379	.523	.04983	.07772	-.10445	.20411
PKMS	Equal variances assumed	2.687	.102	1.644	378	.101	-.11338	.06897	-.24898	.02223
	Equal variances not assumed			-	122.090	.058	-.11338	.05926	-.23070	.00394
EC	Equal variances assumed	2.311	.129	2.273	378	.024	-.19404	.08536	-.36189	.02619
	Equal variances not assumed			-	117.796	.011	-.19404	.07514	-.34284	.04524

Marital Status differences between all groups

Group Statistics					
	4. Marital status.	N	Mean	Std. Deviation	Std. Error Mean
LLL	single	352	4.0616	.51311	.02735
	married	28	4.1143	.42314	.07997
SRL	single	352	3.6866	.55953	.02982
	married	28	3.6946	.49550	.09364
PKMS	single	352	4.0014	.53086	.02829
	married	28	4.0996	.33836	.06394
EC	single	352	4.0715	.66099	.03523
	married	28	4.1243	.39674	.07498

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LLL	Equal variances assumed	.606	.437	-.529	378	.597	-.05264	.09959	-.24847	.14319
	Equal variances not assumed			-.623	33.650	.538	-.05264	.08451	-.22446	.11918
SRL	Equal variances assumed	1.395	.238	-.074	378	.941	-.00808	.10902	-.22244	.20628



PKMS	Equal variances not assumed			-.082	32.729	.935	-.00808	.09828	-	.19193
	Equal variances assumed	5.180	.023	-.963	378	.336	-.09822	.10200	-	.10234
	Equal variances not assumed			-	38.495	.168	-.09822	.06992	-	.04327
EC	Equal variances not assumed			1.405						.23972
	Equal variances assumed	8.980	.003	-.416	378	.677	-.05278	.12679	-	.19652
	Equal variances not assumed			-.637	40.089	.528	-.05278	.08284	-	.11464



## Appendix G: One- way ANOVA tests between groups table

Age differences between all groups

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.768	4	.192	.746	.561
Within Groups	96.550	375	.257		
Total	97.318	379			
Between Groups	3.229	4	.807	2.672	.032
Within Groups	113.293	375	.302		
Total	116.522	379			
Between Groups	.762	4	.191	.704	.590
Within Groups	101.494	375	.271		
Total	102.256	379			
Between Groups	1.859	4	.465	1.118	.347
Within Groups	155.820	375	.416		

Total	157.679	379			
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Faculty differences between all groups

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
LLL	Between Groups	2.892	2	1.446	5.772	.003
	Within Groups	94.427	377	.250		
	Total	97.318	379			
SRL	Between Groups	1.836	2	.918	3.017	.050
	Within Groups	114.686	377	.304		
	Total	116.522	379			
PKMS	Between Groups	1.487	2	.744	2.782	.063
	Within Groups	100.768	377	.267		
	Total	102.256	379			
EC	Between Groups	2.067	2	1.033	2.504	.083
	Within Groups	155.612	377	.413		
	Total	157.679	379			

Study Level differences between all groups

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
LLL	Between Groups	.242	3	.081	.312	.816
	Within Groups	97.076	376	.258		
	Total	97.318	379			
SRL	Between Groups	.374	3	.125	.404	.750
	Within Groups	116.147	376	.309		
	Total	116.522	379			
PKMS	Between Groups	3.501	3	1.167	4.443	.004
	Within Groups	98.755	376	.263		
	Total	102.256	379			
EC	Between Groups	3.053	3	1.018	2.475	.061
	Within Groups	154.626	376	.411		
	Total	157.679	379			

CGPA differences between all groups

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
LLL	Between Groups	4.286	2	2.143	8.685	.000
	Within Groups	93.032	377	.247		
	Total	97.318	379			
SRL	Between Groups	.918	2	.459	1.497	.225
	Within Groups	115.604	377	.307		
	Total	116.522	379			
PKMS	Between Groups	6.345	2	3.172	12.469	.000
	Within Groups	95.911	377	.254		
	Total	102.256	379			
EC	Between Groups	7.492	2	3.746	9.403	.000
	Within Groups	150.187	377	.398		
	Total	157.679	379			



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